



ARCHDIOCESE OF LIVERPOOL

INSPECTION REPORT

ST BEDE'S CATHOLIC PRIMARY SCHOOL

CHORLEY

Inspection Date 30 January 2018

Inspectors Rev D Melly Mrs J Farrimond

Unique Reference Number 119674

Inspection carried out under Section 48 of the Education Acts 2005 and 2011

Type of School Catholic Primary

Age range of pupils 4 - 11

Number on roll 206

Chair of Governors

Headteacher Mrs. V Plant

School address Preston Road
Clayton Green,
Chorley
PR6 7EB

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Date of last inspection 12 February 2013

Introduction

This inspection was carried out under Section 48 of the Education Acts 2005 and 2011

The report of the inspection is produced for the Archbishop of Liverpool (Code of Canon Law 804 and 806) and for the governors of the school.

The inspectors are members of the Christian Education Department and their associates approved by the Archbishop of Liverpool for this purpose.

Information about this school

- St Bede's school is an average sized Catholic Primary School situated in Clayton Green, Chorley and mainly serving the parish of St Bede's.
- There are 200 on roll of whom 157 are baptised Catholic and 28 come from other Christian denominations. Fifteen have no religious affiliation.
- There are ten teachers in the school. Eight are baptised Catholic. Seven teach Religious Education. Six teachers have a suitable qualification in Religious Education.
- Since the last inspection a new headteacher, deputy headteacher, Religious Education co-ordinator and some new teachers have been appointed. A new chair of governors, a new Religious Education link governor and some other new governors have also been appointed.

Key for inspection grades

Grade 1	Outstanding
Grade 2	Good
Grade 3	Requires Improvement
Grade 4	Inadequate

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Further copies of this report are obtainable from the school.

OVERALL EFFECTIVENESS

St Bede's School is outstanding in providing Catholic Education.

CATHOLIC LIFE

The extent to which the pupils contribute to and benefit from the Catholic Life of the school

- The extent to which the pupils contribute to and benefit from the Catholic Life of the school is outstanding.
- Pupils truly appreciate, value and actively participate in the Catholic Life at St Bede's. They know, own and wholeheartedly live out their Mission Statement Motto '*Love Learn Serve*'. They know it is a calling to live out the Gospel values in their daily lives as friends and followers of Jesus.
- Pupils show a deep respect for themselves and others as made in the image and likeness of God. During one lesson a pupil got upset and it was amazing to see the love and care expressed by the other pupils who were near her. The behaviour of pupils is exemplary. In proportion to their years they show an ability to listen, to give thanks, to forgive and be forgiven. They are quick to congratulate others. They have an outstanding understanding of right and wrong.
- Pupils enthusiastically embrace the demands that members of the school community entails such as becoming school councillors, prefects and eco councillors.
- They take a leading role in those activities which promote the schools Catholic Life and mission both within school and in the wider community. They sing in the local care home, in the local library and in Asda. They are very involved with the 7 local schools. They are also involved in the Singing Together Programme. The school is very involved in fundraising for numerous charities e.g. CAFOD, Children in Need, Poppy Appeal, Nugent, local food bank and Macmillan. They are alert to the needs of others and seek justice for all.
- Pupils value and fully participate in opportunities provided by the school including a range of after school clubs. The school supports outdoor educational visits; pupils in Year6 visit Hothersal. Year 5 go to Brownedge for a retreat day.
- Pupils take full advantage of the opportunities the school provides for their personal support and development and they have an outstanding sense of belonging. As a result, they are happy, confident and secure in their own stage of physical, emotional and spiritual growth.
- Pupils, appropriate to their age and capability, have recently begun relationships and sex education within the context of a Christian understanding but this is in its infancy and needs to be embedded further into school life.
- Pupils enthusiastically embrace a holistic approach to education, understand what it means to have a vocation and recognise the importance of using their gifts in the service of others.
- Pupils value and respect the Catholic tradition of the school and its links with the parish community. The work of the parish priest and the work of the priest filling in at the moment, is greatly appreciated. As a result, they respect and are involved with parish celebrations and activities, irrespective of their own faith commitments. The head would like to give the pupils an experience of our cathedral in spite of the cost. Pupils feel able to express a pride in their own religious and cultural identity and beliefs.

The quality of provision for the Catholic Life of the school

- The quality of provision for the Catholic Life of the school is outstanding.

- The school Mission Statement and Motto, '*Love, Learn, Serve*', its aims and objectives are a clear and inspiring expression of the educational mission of the Church. It underpins and is regarded by all as the spine which runs through every aspect of school life at St. Bede's.
- All staff are fully committed to its implementation across the curriculum. They enthusiastically participate in school activities which reflect the Catholic Life and mission of the school.
- There is a keen sense of community at all levels, evident in the high quality of relationships and the centrality of prayer to the whole community. The school is a supportive and joyful community.
- The school environment reflects its mission and identity through concrete and effective signs of the school's Catholic character. The displays and classroom focus' create a calm ambience, which exudes St. Bede's Catholicity and ethos.
- Staff promote high standards of behaviour and are exemplary role models of mutual respect and forgiveness for pupils inside and outside of the classroom.
- The school provides opportunities for the spiritual and moral development of all pupils and staff through continuous professional development opportunities such as attendance at Archdiocesan in-service days. Encouragement needs to be given to the teachers who do not have the Catholic Certificate in Religious Studies.
- Clear policies and structures are in place, which provide the highest levels of pastoral care to pupils, and there is an explicit and concrete commitment to the most vulnerable and needy in both policy and practice.
- The school is equally attentive to the pastoral needs of members of staff and ensures that every member's needs are understood and catered for.
- All the relevant documentation is in place and the school has made a commitment to undertake training and purchase relevant resources to support Relationships and Sex Education alongside Personal, Social and Health Education.

How well leaders and governors promote, monitor and evaluate the provision for the Catholic Life of the school

- Leaders and governors are outstanding in promoting, monitoring and evaluating the provision for the Catholic Life of the school.
- The school's leadership team is deeply committed to the Church's mission in education. Leaders are energised by the task and are a source of inspiration for the whole community. The development of the Catholic Life of the school is viewed by leaders and governors as a core leadership responsibility.
- The provision for the Catholic Life of the school is given the highest possible priority by leaders, which is reflected in the school's self-evaluation. While the Self Evaluation Document is descriptive of what is happening in school, it would be further enhanced by considering the impact of the many actions which have been taken.
- Continuous Professional Development focusing on the Catholic Life of the school occurs frequently and is engaging, well planned and effective.
- The school has highly successful strategies for engaging with parents and carers to the benefit of pupils, including those who might traditionally find working with the school difficult. The school offers an open-door policy, regular newsletters and a good website. Views of parents are sought via questionnaires and drop-ins. There is an active parent, teachers and friends association. As a result, parents and carers have a thorough understanding of the school's mission and are highly supportive of it.

- As leaders, the governing body is highly ambitious for the Catholic Life of the school and leads by example in the way it consistently emphasises Catholic Life. Governors make a significant contribution to the Catholic Life of the school. The governors are passionate about the school's mission, are actively involved in its evaluation and are ready to challenge as well as support where necessary.
- The school is enthusiastic in its response to Archdiocesan policies and initiatives and actively promotes the Archdiocesan vision throughout the school. They have made a commitment to ensure that Relationships and Sex Education is further developed in the school. They have undertaken an audit of current practice and have discussed and ratified a policy and statement.

RELIGIOUS EDUCATION

How well pupils achieve and enjoy their learning in Religious Education

- The extent to which pupils achieve and enjoy their learning in Religious Education is good.
- Pupils, from their varied starting points, make good progress in each key stage.
- Groups of pupils, including those with special educational needs, are also making progress comparable to the progress of other pupils. Lessons are planned accordingly, and teaching assistants are used to great effect to enable this to happen.
- Pupils, relative to their age and capacity, are religiously literate and engaged young people; they use their knowledge, understanding and skills effectively, to reflect spiritually, and to think ethically and theologically. They are fully aware of the demands of religious commitment in everyday life.
- Pupils are actively engaged in lessons and are committed to improving their knowledge, understanding and skills and further develop as competent learners.
- Pupils concentrate exceptionally well, have a clear understanding of how well they are doing, and sometimes what they need to do to improve.
- Pupils approach lessons with great interest, passion and enthusiasm. Pupils enjoy tackling challenging activities, and respond exceptionally well to opportunities which extend their learning. Behaviour in lessons is outstanding because pupils obviously enjoy Religious Education and they are never off task even in extended periods without direction from an adult.
- Pupils' attainment, as indicated by teacher assessment, is good. Pupils have an individual assessment book which moves with them throughout the school.
- The quality of pupils' current work, both in class and in written work, is good and all demonstrate pride in their work.

The quality of teaching, learning and assessment in Religious Education

- The quality of teaching, learning and assessment in Religious Education is good.
- Teachers are effective in planning lessons linked to pupils' current assessment and their knowledge of the individual, consolidating and extending pupils' knowledge and understanding, so that they learn extremely well. As a result, some teaching is outstanding, and teaching is never less than good. Sharing best practice and expertise in succinct planning, using the driver words, will develop this further.
- Teachers have a high level of confidence because of their subject expertise and their understanding of the breadth of teaching methods. Pupils are inspired to learn and make sustained progress.

- Teachers employ a wide range of appropriate teaching strategies, including open-questioning, talking partners and individual and collaborative work. Consequently, pupils are highly motivated and sustain high levels of concentration. Where differentiation is used effectively, beyond by outcome, all children make good progress.
- Teachers ensure some pupils are involved in evaluating how well they are achieving but this is inconsistent. This contributes to their progress and provides them with confidence in making further improvements. More opportunities for assessment for learning needs to be built into lessons.
- Most teachers use time effectively to maximise learning opportunities in lessons and across sequences of lessons.
- Many teachers carefully observe and skilfully question during lessons to adapt tasks and explanations, thus maximising learning for every pupil.
- High quality resources such as other adults and interaction with the visual and audio media are used effectively.
- Teachers communicate high expectations and passion about Religious Education to their pupils who respond with enthusiasm.
- During lessons high quality verbal feedback is frequent, leading to high levels of engagement, interest, achievement and progress. Opportunities for pupils to respond to next step marking would greatly enhance provision.
- Celebration of achievement and effort are central to the teacher's assessment strategy, securing high levels of motivation from pupils. This is a real strength of the school. Relationships at every level are very strong.

How well leaders and governors promote, monitor and evaluate the provision for Religious Education

- Leaders and governors are good in promoting, monitoring and evaluating the provision for Religious Education. Leaders and governors ensure that the Religious Education curriculum meets the requirements of the Bishops' Conference in every respect and in each key stage.
- Leaders and governors ensure that at least the required amount of curriculum time is given to Religious Education in each key stage. In some classes lessons are delivered late in the afternoon. This is not always conducive to best practice especially for the youngest pupils and needs to be addressed.
- Leaders and governors ensure that Religious Education has full parity with other core curriculum subjects including professional development, resourcing, staffing and accommodation. The subject leader regularly attends all Archdiocesan in-service training and meets together with a cluster of other schools to support monitoring and evaluation of the subject.
- Any additional requirements and policies of the Archbishop regarding the Religious Education curriculum are embraced and fully implemented.
- Leaders' and governors' self-evaluation of Religious Education is a reflection of assessment, tracking and monitoring. To improve this further, the action plan should directly link with the School Improvement Plan and the Areas for Development from the Monitoring Visit. There is a new link governor for Religious Education who is taking the role very seriously and has a lot to offer.
- A new curriculum leader for Religious Education has been appointed since the last inspection. Her enthusiasm and commitment to this new role are obvious and will drive forward the subject and continue to improve teaching and learning in Religious Education.
- Leaders and governors ensure that Religious Education is imaginatively and thoughtfully planned to meet the needs of different groups of pupils and each key stage and phase is creatively structured to build on and enhance prior learning.

COLLECTIVE WORSHIP

How well pupils respond to and participate in the school's Collective Worship

- Pupils response to and participation in the school's Collective Worship is outstanding.
- Acts of Collective Worship engage pupils' interest. Where children were inspired there was heartfelt response. There is obviously a genuine enthusiasm for Collective Worship, and great effort has been put into it since the last inspection. Children were observed singing joyfully with actions and respecting each other in prayerful silence.
- Pupils are beginning to take initiative in leading worship.
- Use is now being made of the outside environment for Collective Worship. It is hoped to develop this.
- The celebrations in school and in church are helping the children to develop an understanding of the Church's liturgical year, seasons and feasts. This is greatly by attendance at celebrations of the church's liturgical year both in church and in school.
- Appropriate to their age and ability, pupils are participating in acts of Collective Worship. In Early Years Foundation Stage pupils begin to set up the focus. This involvement is developed as they move up the school.
- The experience of living and working in a faithful, praying community has a good and visible effect on the spiritual and moral development of all pupils, irrespective of ability or faith background. They have a deep sense of respect for those of other faiths and this is reflected in the way pupils prepare and participate in prayer and liturgy.

The quality of Collective Worship provided by the school

- The quality of Collective Worship provided by the school is outstanding overall.
- Collective Worship is central to the life of the school for all pupils, whatever their own faith background, and forms the heart of every school celebration. Praying together is part of the daily experience for all pupils and staff.
- Collective Worship has a purpose, message and direction.
- Collective Worship is given the highest possible priority in terms of planning, evaluating and resourcing; as a result, experiences of Collective Worship are cherished by every member of the community.
- Staff have an understanding of the Church's liturgical year, seasons and feasts, and are passionate about ensuring that pupils have high quality experiences of the Church's liturgical life. This is greatly helped by the support of the priest.
- Staff are developing skills in helping pupils to plan and deliver quality worship when appropriate. They have an understanding of the purpose of Collective Worship and the wide variety of methods and styles of prayer.
- Opportunities are planned in a manner that attracts and facilitates attendance by other adults associated with the pupils and school and response to this invitation is outstanding.
- The parish priest is a regular visitor to the school and presides at Mass and celebrations throughout the school and liturgical year.

How well leaders, governors promote, monitor and evaluate the provision for Collective Worship

- Leaders and governors are outstanding in promoting, monitoring and evaluating the provision for Collective Worship.

- Leaders, have expert knowledge of how to provide policies and guidelines to ensure quality planning and delivery of Collective Worship. The Collective Worship policy is outstanding.
- All have a good understanding of the Church's liturgical year, seasons and feasts.
- Leaders are very visible as leaders of Collective Worship within the school and in the locality. They are models of outstanding practice for staff and pupils.
- They promote pupils' planning and leading Collective Worship in a variety of contexts.
- Leaders place the highest priority on the professional development of staff incorporating liturgical formation and the planning of Collective Worship.

What the school needs to do to improve further

- Raise the standards of attainment in Religious Education further by:
 - continuing to address the areas identified on the Self Evaluation Document, with a focus on the impact of the actions taken.
- Further develop the quality of teaching and purposeful learning in Religious Education by:
 - ensuring all teachers develop their use of secondary questioning to further challenge and embed learning;
 - giving quality time to next step marking to ensure pupils know what they need to do to improve further.
- Further develop the work being undertaken in Catholic Life by:
 - continuing to embed *Journey In Love* into lessons to support Relationships and Sex Education.

INSPECTION JUDGEMENTS

OVERALL EFFECTIVENESS

How effective the school is in providing Catholic Education	1
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CATHOLIC LIFE

The extent to which pupils contribute to and benefit from the Catholic Life of the school	1
The quality of provision for the Catholic Life of the school	1
How well leaders and governors promote, monitor and evaluate the provision for the Catholic Life of the school	1

RELIGIOUS EDUCATION

How well pupils achieve and enjoy their learning in Religious Education	2
The quality of teaching, learning and assessment in Religious Education	2
How well leaders and governors promote, monitor and evaluate the provision for Religious Education	2

COLLECTIVE WORSHIP

How well pupils respond to and participate in the school's Collective Worship	1
The quality of Collective Worship provided by the school	1
How well leaders and governors promote, monitor and evaluate the provision for Collective Worship	1

Key to judgements: Grade 1 is Outstanding, Grade 2 Good, Grade 3 Requires Improvement and Grade 4 Inadequate